

Education: Student Transitioning

Rhode Island Department of Children, Youth, and Families

Division of Juvenile Correctional Services: Training School and Detention Center

Policy: 1200.1733

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Student transitioning refers to a coordinated, outcome-based set of aftercare services for youth in the juvenile justice system. Transition services help youth to achieve social adjustment, employment and educational success when they leave the juvenile justice system. The ultimate goal of transition interventions is to promote successful re-integration of juveniles into the community. In order to provide appropriate educational and vocational services to adjudicated youth, the Education Program provides appropriate assistance to youth during transition periods.

Related Procedures...

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Procedure from Policy 1200.1733: Education: Student Transitioning

- A. Effective transition practices are those that are shared by correctional education staff as well as by personnel from the public schools and other community-based programs such as mental health and social services that send and receive students. The quality of educational and vocational services for students is contingent upon successful interagency collaboration.
- B. Team-based planning (Refer to Policy #1200.1717, Education: Planning for Adjudicated Youth): Transition services are developed and implemented by the Individual Treatment Plan (ITP) or transition team in cooperation with correctional counselors and other staff. This team includes the youth, special educators, general educators, other school personnel, family members, and community agency personnel. The team engages in a systematic process of decision making that includes determining eligibility for special education services, planning for appropriate placement, developing IEPs/504 Plans (when applicable) that include transitional services and goals, and providing appropriate educational, vocational, and related services to juveniles with disabilities.
- C. Tracking and monitoring: Systematic and continual monitoring of youth through the juvenile justice system facilitates achieving transition goals and outcomes and allows for periodic evaluations of transition processes.
- D. Throughout the Bi-Monthly Review process, the Bi-Monthly Review Team focuses on the student's successful transition from the RITS. Planning includes routine reviews of student's progress toward educational/vocational goals and objectives and overall academic progress.
- E. Prior to the transitional planning meeting, a Transitional Facilitator completes an educational transition plan. Support staff from the Education Program presents a completed draft at the scheduled meeting. A completed plan is filed in the student's record within seven (7) days of the Transitional Planning Meeting.
- F. The Educational Transition Plan will detail the following:
 - 1. The anticipated educational plan;
 - 2. Individuals and/or agencies responsible for making arrangements for educational needs;
 - 3. Individuals and/or agencies responsible for making arrangements for any anticipated vocational training needs.
- G. The Transitional Planning Packet will include:
 - 1. The Adaptive Behavior Report;
 - 2. The Clinical Psychological Evaluation, if applicable;
 - 3. The Psychological Evaluation, if applicable;)
 - 4. The School Immunizations Report
 - 5. Transcripts from the RITS Education Program;
 - 6. IEP/504 Plan, if applicable;
 - 7. Educational Evaluations
- H. The information from all of these documents in conjunction with the ITP is used to develop and facilitate the student's transition from the RITS.
- I. A record of educational and immunization history is forwarded to Probation or Family Service staff, as appropriate.